DOCUMENT RESUME

ED 190 579 SP 016 569

TITLE Program of Studies. Health Education, K-12.
INSTITUTION Montgomery County Public Schools, Rockville, Md. Dept. of Instructional Planning and Development.
PUB DATE 79
NOTE 23p.: For related documents, see SP 016 567-570.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Curriculum Design: *Educational Objectives: *Elementary Secondary Education: *Health Education
IDENTIFIERS *Montgomery County Public Schools MD

ABSTRACT

This bulletin states the educational objectives of the Montgomery County, Maryland, public schools and outlines specific goals in the health education program for students from kindergarten through the twelfth grade. (JD)

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ED190579

Program of Studies

HEALTH EDUCATION
K-12

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

SPRING 1979

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SP 016 569

PROGRAM OF STUDIES

HEALTH EDUCATION, K-12

Department of Instructional Planning and Development
Montgomery County Public Schools
Rockville, Maryland

Spring 1979

SEP 2 1980

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Rockville, Maryland

Table of Contents

Foreword iii

MCPS Goals of Education xi

Health Education, K-8 1

Health Education, 9-12 5

FOREWORD

CURRICULUM AND INSTRUCTION

Curriculum may be defined as the general prescription for what teachers should teach and students should learn. In the Montgomery County Public Schools, the *Program of Studies* embodies this prescription. The *Program of Studies* includes the prescribed elements of programs and courses, including course titles, codes, instructional objectives, content descriptions, prerequisites, time allotments, credit values, and a point of view for instruction in each subject area. Based on the MCPS Goals of Education* these prescribed elements constitute the countywide framework within which schools develop and carry out instructional programs tailored to local needs. The relationship of curriculum to instruction in the MCPS, therefore, is that of the more general to the more specific. The *Program of Studies* provides specifications, sets limits, and indicates directions. It has direct and indirect implications for the selection and organization of content, patterns of learning and teaching, and evaluation of outcomes. However, the fulfillment of these specifications and implications is determined at the individual school level. The MCPS instructional program is, therefore, the interaction of the *Program of Studies* framework with the efforts of the individual schools. An appreciation of this interaction is necessary for an understanding of the place of the *Program of Studies* in the work of the schools.

The framework represented by the *Program of Studies* makes possible a unified countywide instructional system which at the same time permits the flexibility of programming required in a large and diverse county. At points, the *Program of Studies* may prescribe instruction very specifically. This may happen with regard to a socially sensitive topic such as sex education, or it may result from the rigorous requirements of establishing an instructional system in mathematics. But this degree of specification is unusual in the *Program of Studies* inasmuch as its level of prescription is generally represented by the instructional objectives it contains for all programs and courses. Instructional objectives are general statements of what the student should attain and are thus appropriate for all students taking a given program or course. Performance objectives are more specific statements of what the student should attain. Formulated or adopted by teachers in relation to the instructional objectives, performance objectives are used in planning classroom instruction. They are thus specific enough to form the basis of day-to-day work and of evaluation of the student's progress. In this movement from instructional to performance objectives, the teacher finds the guidance and the leeway to plan for students of a wide variety of needs and abilities. An examination of the illustrative performance objectives found in instructional guides and in teachers' lesson plans makes clear how great this range is.

An additional means of differentiating instruction which becomes increasingly important at the upper grade levels is provided by elective courses. The use of electives to provide for students of varying abilities and interests differs considerably from subject to subject. Almost all subjects have courses or course sequences which provide for enriched content and advanced or specialized work. Some provide for accelerated movement; some offer additional courses for advanced or specialized work; and some have differentiated paths among required and/or elective courses. The structure of each subject area and the ways by which it employs electives to provide for diverse student needs is indicated in the Grades 9-12 portion of the program description for each subject.

Information regarding each subject area appearing in the *Program of Studies* is presented, when appropriate, as two sections — one for Grades K-8 and one for Grades 9-12. For those subject areas spanning Grades K-12, both sections must be consulted for a full description of the program.

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*Adopted February 12, 1973 by the Board of Education of Montgomery County, Maryland

Each subject area section, whether K-8 or 9-12, has the following subsections: Point of View, General Information, Description of Program, and Instructional Guides.

The Point of View subsection includes reasons for studying the subject, general outcomes sought, ways in which the area of study is pursued in MCPS, and relationships to other subject areas. It also explains how students of varying abilities and interests in the subject are provided with differentiated performance objectives. An explanation of how study of the subject fulfills one or more of the MCPS Goals of Education* is included either in the Point of View subsection or as General Information. For those subject areas spanning Grades K-12, the Point of View is identical in both the K-8 and 9-12 sections.

The General Information subsection includes an explanation of how study of the subject fulfills the MCPS Goals of Education (unless this explanation has appeared in the Point of View) and how it is organized for instruction. Information is given about subject area tests required by the county or state and about federal and state involvement when it is important or distinctive for the subject area. Information about the fulfillment of graduation requirements, Grades 9-12, is also given in some detail for those subjects in which specific requirements exist. Other information specific to the subject also appears.

The largest portion of each subject area section is the Description of Program. It describes the program and supporting courses, identifies the instructional objectives for each, and includes any other prescribed or pertinent elements. For Grades 9-12, this subsection is divided into a List of Courses and a Description of Courses. The List of Courses gives a brief view of subject offerings at this level and serves as a table of contents to the subsection. The course descriptions, along with the narrative material and instructional objectives for each course, give course title, level, length, code, credit value, and prerequisites (if any).

At the end of each subject area section, there appears a list of pertinent MCPS instructional guides. This subsection is amplified to include existing annotated bibliographies, scope and sequence charts, or other such instructional materials in the subject which may have been prepared by MCPS staff.

USE OF THE PROGRAM OF STUDIES

The *Program of Studies,* as the curricular framework for the MCPS, promotes learning through a convergence of educational efforts. Students, teachers, administrators, parents/guardians, and other members of the community use the *Program of Studies* in a variety of ways to achieve the common goal of effective education.

A curriculum stated in terms of general (instructional) objectives informs the *student* of what the school intends him/her to learn and makes it easier to participate in setting specific performance objectives with teachers. Increase in learning efficiency is more apt to take place when a student knows the goal of learning. The student is also more apt to make a commitment to successful learning when at appropriate times he/she is able to select instructional methods and materials. Finally, the student's sense of achievement is reinforced when progress can be noted in the gaining of objectives.

The *teacher* who is familiar with the *Program of Studies* can be more effective in conferring with parents/guardians as well as being in a stronger position to establish specific teaching objectives, plan lessons, select instructional materials, and assess learning progress and teaching functions.

The *school principal* uses the *Program of Studies* as an administrative guide in its listing of approved courses, titles, and codes. The administrator can also deepen staff and community understanding for the

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total educational program as the *Program of Studies* is employed in teacher conferences, faculty and department meetings, and parent/guardian meetings. School effectiveness can be enhanced as the principal organizes people and resources to help learners gain the stated ends of instruction.

Learning outcomes and other information included in the *Program of Studies* give *parents/guardians and other members of the community* information useful to them. They can better understand the instructional program for their elementary school children and advise secondary school youth in course selections. Knowledge of the *Program of Studies* also enables families and other community members to communicate more effectively with their children, teachers, and school administrators.

CURRICULUM CHANGE AND MODIFICATION OF THE PROGRAM OF STUDIES

The curriculum of any public school system must reflect the continual change of the society of which it is a part. As the MCPS curriculum changes, the *Program of Studies,* which establishes the MCPS curriculum in printed form, must be modified accordingly.

In MCPS, a proposal for a new or revised program or course can originate with any individual or group in the community or school system. The staff of the Department of Instructional Planning and Development encourages, coordinates, and assists the development of such proposals. In general, the staff has responsibility for modification of curriculum as required by state and local law and policy, and for continual assessment of the need for curriculum change. Procedures for effecting changes in curriculum and the *Program of Studies* are specified in MCPS Regulation 345-1, "Development and Approval of Curriculum and Supporting Materials." These procedures first state the involvement of community and school personnel in the initiation, development, review, and tryout of proposed curriculum changes; describe the role of the Council on Instruction as a reviewing and recommending body for the superintendent; and identify the final steps of approval by the superintendent and the Board of Education. The regulation also cites relevant portions of these Board of Education policies and Maryland public school laws upon which its procedures rest.

STATE AND FEDERAL GOVERNMENT IN RELATION TO THE CURRICULUM

The major influence of the Maryland State Department of Education upon local curriculum has traditionally been through the MSDE's specification of the requirements for graduation from high school. (These graduation requirements and other provisions for earning credit are summarized on page vii.) Two newer and equally important MSDE influences stem from a state educational accountability law* and the currently evolving Project Basic.**

The Maryland Educational Accountability Act imposes several requirements in its implementation of statewide accountability. These include the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at three levels — state, school system, and individual school. The goals and objectives at the system level must conform with those established at the state level, and those established by individual schools must conform with those of the local system and the state.

Also required by the Act is a school-by-school survey of the current status of student achievement in relation to established objectives, the development of programs by each school for meeting its own needs, and the establishment of evaluation procedures for determining the effectiveness of these programs. Regular reevaluation of programs, goals, and objectives is also a stipulation of the Act.

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*Article 77, Section 28a, of the *Annotated Code of the Laws of Maryland* was passed during the 1972 session of the Maryland General Assembly. The law has come to be called the "Educational Accountability Act."

**See "The Comprehensive Plan Maryland Competency-Based Prerequisites for Graduation," a publication of the Project Basic Office of the Maryland State Department of Education, 1978.

The state plan for implementation of the Accountability Act* specified that, effective the spring of 1974, the Iowa Test of Basic Skills and the Cognitive Abilities Test would be given to all pupils in Grades 3, 5, and 7. Use of these tests has given rise to concerns about the limitations of nationally norm-referenced tests and the small part of the MCPS curriculum that is measured by the ITBS. As a result, the Maryland State Board of Education has adopted a new schedule of assessment which includes the use of the Maryland Functional Reading Test and the Maryland Functional Mathematics Test in the secondary grades. These two tests, developed at the state level, are criterion-referenced tests. This means that they test specific skills or information without regard to how well similar student populations do on a given test item. Students who pass these tests in the ninth grade will not be tested again in connection with this program. Those who fail either test will receive appropriate instruction and retesting.

Through its Project Basic, the Maryland State Board of Education is reaffirming its responsibility for establishing statewide educational standards and stating its commitment to the development of behaviors basic to effective adulthood.** The state board specified five areas of human activity in which students should develop skills and attitudes for life-functioning. The five areas and their definitions as stated in the paper are:

A. Basic Skills — All people must be able to read, write, and calculate.

B. Survival Skills — Schooling should equip all public school youth with these kinds of fundamental skills: consumer, parenting, interpersonal relations, mechanical, and personal finance.

C. World of Work — Schooling should lead to securing employment upon graduation or post-secondary education. All public school youth should be made aware of the options and opportunities of the world of work without racial or sexual bias.

D. World of Leisure — Schooling should help the student become involved in creative and healthful lifetime activities.

E. Citizenship — Citizenship should include becoming involved in the electoral process, participating in local civic affairs, and understanding the system of justice.

To implement this action of the Maryland State Board of Education, State Superintendent of Schools David Hornbeck established the Project Basic Office. Its staff is currently involved in identifying the basic competencies in the five areas. It is also to design and develop instructional activities for the five areas of human activity, develop assessment measures to certify student acquisition of the specified competencies, and coordinate the statewide implementation of minimal competencies as a prerequisite to graduation. The project is to be fully implemented by 1982.

The impact upon the MCPS curriculum of the educational accountability and the competencies programs is as yet difficult to calculate. In one sense, the impact may not be great because the objectives of the accountability program (and, it is anticipated, the competencies of Project Basic) are to a large extent already included in the MCPS curriculum. References to the impact of the educational accountability law on specific portions of curriculum are included in the *Program of Studies* within the Information sections of the descriptions for Reading, English Language Arts, and Mathematics. On the other hand, these two state programs may have a significant impact on curriculum emphasis and

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*See the "Maryland Handbook on the Accountability Assessment Program, Maryland State Department of Education, Adapted to MCPS Test Administration Procedures," issued by the MCPS Department of Pupil and Program Appraisal, February 1, 1974.

**See *The Mission of Schooling*, Maryland State Board of Education, January 1977.

balance. They could affect time allotments within and among subjects and courses and thus affect even the definition of the subjects and courses themselves. How these statewide programs are developed and how MCPS students perform on the required evaluations will determine the impact of these programs upon curriculum. They are certain to have impact upon instruction and probably even more impact on evaluation procedures.

Federal and other state involvement in curriculum is mentioned in the descriptions of those subject areas where it is found, e.g., health education and some of the vocational education subjects.

TIME ALLOCATIONS AND GRADUATION REQUIREMENTS

In the following chart, time allocations are shown for subjects Kindergarten through Grade 8. The allocations are given in minutes per week, and school administrators are expected to use them in establishing program balance.

Subject	K	Grades 1-2	Grades 3-6	Grades 7-8
English Language Arts/Reading	200	700	475	225
Mathematics	75	200	225	225
Music	100	100	100	75
Physical Education	125	150	150	225
Science	75	125	225	225
Social Studies	75	125	225	225
Home Economics and Industrial Education	—	—	—	75
Electives				225
Total	750	1500	1500	1575

The MCPS Policy on the Middle School directs the school system to provide "a curriculum based on the developmental needs of pre- and early adolescents which places primary emphasis on acquisition of basic skills but also provides a wide range of exploratory and enrichment experiences."* Middle schools are organized into interdisciplinary teaching teams which provide opportunities for flexible student grouping and scheduling. Therefore, daily, weekly, and master schedules in middle schools will not be characterized by fixed time intervals for each subject area.

New standards for high school graduation were enacted by the Maryland State Board of Education on November 27, 1974, and became effective for students entering ninth grade in the fall of 1975. These standards thus become effective for all students in Grades 9-12 in the school year 1978-79. The standards define a unit of credit; specify credit requirements for graduation; and list several provisions for earning credit and several alternatives to four-year enrollment. MCPS Regulation 310-3, "High School Graduation Requirements," includes these state graduation requirements, the policy of the Montgomery County Board of Education with regard to them, and guidelines for their implementation.

*The MCPS Policy on the Middle School, adopted December 13, 1977

With exceptions specified under "Alternatives to Four-Year Enrollment," the MCPS student must, beyond the eighth grade, complete four years of approved study and earn a minimum of 20 credits. Twelve and one-half of these credits must be in the areas specified below. The additional seven and one-half elective minimum units may be chosen from offerings in any curricular area.

English Language Arts	4 credits
Social Studies	3 credits (One must be United States History; and one must deal with contemporary issues including local, state, and national governments.)
Science	2 credits
Mathematics	2 credits
Physical Education	One-half credit, required in Grade 9, and one-half credit sometime during Grades 10-12
Physical Activity*	Two semesters of physical activity sometime during Grades 10-12 (One-half credit of elective physical education fulfills the requirement of two semesters of physical activity.)
Health Education	One-half credit, required in Grade 9

The several provisions listed by the state for earning credit in addition to regular school day and school year programs are summer school, evening school, correspondence courses, tutoring, examination, and work study programs or experience outside the school. On pages 10 and 11 of MCPS Regulation 310-3, the Montgomery County Board of Education guidelines for each of these provisions are shown. The provision on credit by examination is being implemented as examinations appropriate to MCPS courses can be developed. During the 1977-78 school year, such examinations were given for Algebra 2; Trigonometry; and English, Grade 12.

The alternatives to four-year enrollment are an accelerated twenty-credit program; an early college admission program; early admission to approved vocational, technical, or other post-secondary school; and a job entry training program. To receive a high school diploma through any one of these alternatives, the MCPS student must receive approval for waiver of the four-year enrollment requirement. MCPS Regulation 310-3 includes the steps for requesting and receiving approval of the waiver. In addition to reading the regulation, which is available in all school offices and in school instructional materials centers, students and parents/guardians should consult local school counselors with regard to any of these provisions or those concerning earning credit outside the regular school day and year.

INTERAGENCY PROGRAMS

As has been stated, the *Program of Studies* prescribes the curriculum for all MCPS students by allowing for much differentiation of instruction. Instructional alternatives are created by varying content, assessment criteria, pace, and the pattern of courses the student takes. Beyond this differentiation, special instruction and other services are provided for handicapped students. In order to provide programs for all handicapped students, MCPS coordinates services with local and state agencies and other resources.

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* See pages 3-4 of the Physical Education Grades 9-12 section of the *Program of Studies*.

For those students who are most severely handicapped, including those who are placed outside of MCPS schools, the MCPS curriculum is adapted as required to meet the limitations of the students. Information about programs for these students is available from the Placement Unit of the Department of Interagency Programs, MCPS Office of Continuum Education.

AVAILABILITY OF INSTRUCTIONAL MATERIALS

The instructional guides listed at the end of each subject area section of the *Program of Studies* are on file in school Instructional Media Centers and in the Professional Library (formerly the Educational Materials Laboratory) at the Educational Services Center. They may be ordered from the Division of Supply Management, Department of School Services, MCPS Office of Supportive Services, which maintains a list of the guides stocked in its warehouse.

Occasionally, there will be a need in a subject area for publication of some supplemental instructional material such as a scope and sequence chart or a bibliography. If such exist, they are also listed at the end of the subject area section.

The Department of Instructional Resources, MCPS Office of Program Development, maintains files of approved textbooks and text materials and of approved films. A list of approved textbooks and text materials is published annually. Questions regarding this list should be addressed to the Division of Instructional Materials, Evaluation and Selection. A list of approved films is published periodically, and questions regarding it should be addressed to the Film Library of the Division of Instructional Materials, MCPS Department of Instructional Resources.

The Goals of Education

Adopted by the Board of Education — February 12, 1973

The goals of education for the Montgomery County Public Schools are set forth in this statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. This statement outlines those goals considered by the citizens of the county as most important for the education of their children in public schools and for which the citizens will hold the school system responsible and accountable.

The school system has the primary responsibility for some of these goals. For others, it shares that responsibility with the home and other community institutions.

The extent to which these goals can be realized will depend upon the endorsement by and continuing commitment of the school system staff, students, parents, and the community. With broad endorsement and wide support, the Montgomery County Public Schools will continue its development to serve its students and community in the most effective way possible.

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that will lead to sound and useful conclusions.

The probability of success motivates students to learn. Each school must create a program and maintain a climate in which every student has opportunities for success. Each individual is unique, and the school shall encourage that uniqueness. The school should help the student understand his [/her] values and the values of others.

The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop the capacity to learn throughout his [/her] lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his [/her] actions.

Therefore, the Montgomery County Public Schools dedicates itself to provide the opportunity, encouragement, and guidance to make it possible for every child to attain the following goals of education:

ACADEMIC SKILLS

The fundamental responsibility of the school is to develop programs that enable each child to acquire those skills basic to all learning. The achievement of all other goals depends upon the success of the school in ensuring that each student, according to his [/her] own abilities, attain the following basic skills:

- **Reading:** The ability to read and comprehend written material and relate it to other knowledge
- **Composition:** The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade
- **Listening and Speaking:** The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously
- **Mathematics:** The ability to perform computations, to solve common problems of mathematics and logic, and to understand the structure of mathematics so it can be a useful tool in daily living
- **Study:** The development of basic study skills so that he [/she] may acquire knowledge efficiently
- **The Arts:** The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his [/her] life for communication, expression, and enjoyment
- **Observation:** The ability to identify and differentiate elements of the world around him [/her] as they are useful in personal, academic, and artistic pursuits

PHYSICAL DEVELOPMENT

Each person matures physically at a different rate and possesses differing capabilities. The school has the obligation to help each student:

- understand the biological functioning of his [/her] body
- make the best both of physical talents and limitations
- develop good health habits, skills, and interests to maintain his [/her] body in optimum condition throughout his [/her] lifetime

INTELLECTUAL DEVELOPMENT

In addition to acquiring academic skills, each individual should develop his [/her] intellectual capabilities to the fullest extent possible. Therefore, the school will encourage each pupil:

- to think creatively
- to reason logically
- to apply knowledge usefully
- to deal with abstract concepts
- to solve problems

THE INDIVIDUAL AND SOCIETY

Every person must learn to live in a society. The school must help each student develop an understanding of [people] and of how the individual depends upon others and they on him [/her]. This requires that each student gain:

- knowledge of himself [/herself] and the characteristics, needs, and desires he [/she] shares with others
- sensitivity to others and their ideas, and the ability to act responsibly in various situations
- the ability to function productively as a member of a group
- familiarity with the legal, moral, ethical, and cultural heritages of his [/her] and other societies
- knowledge of the various political systems and philosophies of the world

SCIENTIFIC UNDERSTANDING

[We] must exist in the natural world. The school must help each student understand nature's impact on [us] and [our] impact on nature. This requires that each student gain:

- knowledge of natural phenomena and their effect on [people]
- understanding of scientific advances and their part in modern technology
- understanding of the scientific method
- appreciation of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

AESTHETIC EXPRESSION

[We], to realize [our] full potential, must be able to sense and appreciate beauty in the world around [us], whether created by nature or by [people]. The school must help each student gain:

- knowledge of the nature of the creative performing arts
- experience with a wide variety of art forms
- a perspective for developing his [/her] own aesthetic criteria and tastes
- understanding of the contribution of the arts to human communication

CAREER DEVELOPMENT

Productive and satisfying work enriches [our lives]; and with increasing leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

COMMITMENTS

The Board of Education and the staff of the Montgomery County Public Schools must create and maintain an educational environment that promotes the attainment of these goals by all students. Toward this end, therefore, the public schools make the following commitments to the citizens of Montgomery County:

- ***To attract and retain the most qualified and best trained staff possible through dynamic programs of recruitment, supervision, and continuing in-service training and staff development opportunities***
- ***To develop and implement a comprehensive and flexible instructional program to achieve the aforementioned goals and to provide the facilities, materials, and equipment needed to enhance the effectiveness of the program***
- ***To evaluate the effectiveness of the instructional program continuously, and regularly report the findings to students, parents, staff, and the community***
- ***To adopt new and different approaches when it is determined that they will contribute more effectively to the fulfillment of the goals***
- ***To encourage a continuing dialogue with the entire community, making every effort to communicate needs and achievements, and to be responsive to the needs and aspirations of the school community***
- ***To utilize facilities and staff, in cooperation with other agencies, in the development of preschool, community school, and adult education programs that will meet the continuing educational needs of all citizens***
- ***To provide an accountability procedure for informing county citizens of the objectives and costs of their school system and of reporting periodically on the educational investments made with their tax dollars***

HEALTH EDUCATION, GRADES K-8

POINT OF VIEW

Good health is fundamental to the present and future of the nation. It is generally agreed that the primary responsibility for the health of children rests with their parents; however, it is necessary for home, school, and community health and welfare agencies to work together if pupils are to achieve and maintain their maximum potential in health. Consequently, health education in the schools reinforces and supplements the efforts of the home. The general objectives of the health education curriculum in the Montgomery County Public Schools are to develop appropriate health knowledge, attitudes, practices, and skills.

A sound health education program identifies the health needs and interests of pupils at different periods of their growth and development and meets these needs and interest by:

Providing scientific knowledge about personal and community health

Motivating wholesome attitudes concerning healthful living

Inspiring effective health habits and practices in today's world

The health education program reflects four of the MCPS Goals of Education*, viz., the goals relating to physical development, the individual and society, scientific understanding, and career development.

GENERAL INFORMATION

In elementary school, each classroom teacher is responsible for teaching health education; and it is recommended that approximately 150 minutes per week be devoted to health instruction. It is recognized, however, that many of the concepts in health education will be integrated and correlated into other disciplines in satisfying this recommendation. This is particularly true in the primary grades in dealing with topics like personal and community health, nutrition, and drug education. In the upper elementary grades, health education is more often taught in short units of instruction (three or four weeks) covering such topics as family life education and drug education.

The study of health education in Grades K-6 is designed to meet the needs of students at various stages of their development. It is supported by curriculum guides provided by the Department of Instructional Planning and Development. These guides are revised periodically, and staff development activities in the content and implementation of these guides are also provided. The instructional leadership of each elementary school should insure that a sequential program of health education is offered to every student in every grade and that adequate support materials are provided for the instruction.

Physical education teachers have the responsibility of providing health instruction in the areas of first aid (Grade 7) and family life and human development (Grade 8). Grade 7 science teachers teach a four-week unit in alcohol, tobacco, and drug education.

Instruction in family life and human development is provided in Grades 5 and 8. It must be presented in accordance with "Standards and Procedures for Family Life and Human Development Programs," Maryland State Department of Education dated January 8, 1970. All principals, Grade 5 teachers, and Grade 8 physical education teachers should be familiar with MCPS Regulation 360-1, "Establishment and Continued Implementation of Programs of Family Life and Human Development."

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*adopted February 12, 1973 by the Board of Education of Montgomery County, Maryland

DESCRIPTION OF PROGRAM

Grades K-4

The early elementary school health education program is designed to meet the needs of students at that particular stage of their development. One of the needs which the program addresses is the development of good safety practices, which can be observed in the school setting and will carry over into other areas. Personal hygiene practices are taught at this level; e.g., grooming, cleanliness, dental hygiene, and proper diet and eating practices. Some of these are based on facts learned in the classroom about disease prevention and control, elements of nutrition, and general anatomy and physiology. Primary drug education deals with the dangers of poisonous plants and berries, the dangers of the medicine chest, and the proper use of medicines.

Upon completion of Grade 4, the student should be able to:

- list the three food groups
- list some of the essential nutrients found in each food group
- demonstrate proper dental health practices
- explain how various foods affect the teeth
- demonstrate appropriate dress for varying weather conditions
- describe what sanitation means and how it is practiced
- explain some ways in which diseases are transmitted
- understand the reasons for not accepting rides or candy from strangers
- demonstrate the safe use of playground equipment
- list some street safety rules
- distinguish through the senses substances or objects which are dangerous or potentially dangerous
- list medicines commonly found in the home
- describe the benefits of taking medicine under proper adult supervision
- describe the harmful effects of taking medicine other than *exactly* as prescribed by a doctor, or the dangers of taking medicine prescribed for someone else
- state rules that apply to the use of the medicine cabinet
- understand that "foreign" substances should *never* be ingested nor inhaled
- explain that making a wise choice is easier when one thinks through all the possible results

Grades 5 and 6

As in earlier grades, the general objectives of health education are to help the student acquire scientific knowledge of personal and community health and hygiene; develop wholesome attitudes concerning safety and healthful living; and establish desirable health habits and practices. The family life program, initiated in Grade 5, is concerned with making the students aware of interpersonal relationships and family roles and responsibilities. The instruction is also designed to help children understand what is happening to their bodies during this stage of growth and development and provides some basic information on human reproduction and birth. Intermediate drug education focuses on the major drugs of abuse, including alcohol and tobacco, and provides students with scientific information on which they can base future decisions.

Upon completion of Grade 6, the student should be able to:

- list natural and social conditions which affect food production and which may create food-related health problems
- identify major nutrients, their function in the body, and the physiological consequences which may occur as a result of omitting each nutrient in one's diet

- describe processing methods and additives and how they influence the nutritional value, safety, appearance, taste, and cost of foods
- trace and describe the digestive process
- describe the importance of regularity in dental care and the related role of the dentist
- describe the function of immunization in communicable disease control
- describe the function and significance of community health agencies
- explain how water and food are stored and protected
- understand that young people as well as adults should be able to cope with feelings that are natural and a part of human behavior
- list the basic facts of human anatomy and physiology
- cite the basic facts of heredity and genetics
- demonstrate the significance and practice of fire prevention
- demonstrate how to protect one's self and prevent injuries in sports and games
- distinguish differences among the terms *drugs, medicines,* and *narcotics*
- classify drugs that have a physiological and/or psychological effect
- explain why the use of substances that modify mood and behavior may result in health and safety problems
- explain the harmful effects of alcohol ingestion
- list reasons why drugs are abused
- distinguish between *habit forming* and *addicting*
- describe the long-term effects of some drugs on physical, mental, and organic well-being

Grades 7 and 8

In Grade 7, health education instruction is taught by the physical education teacher in a three-week classroom unit. It provides students with the standard methods of first aid and allows them to practice the various techniques and methods learned. Drug education is again treated at this level with emphasis on the effects of the various drugs on the organs and systems of the body, both psychological and physiological. It is taught as a four-week supplement to Grade 7 Science. In response to Maryland State Board of Education Bylaw 13.03.02.01, and in accord with MCPS Regulation 360-1, family life education is offered on an elective basis in Grade 8, with prior parental consent required. It is also taught by physical education teachers in a three-week classroom unit. Topics for study in the family life unit include family roles and responsibilities; peer relationships; human reproduction; influences of heredity and environment on human development; and influences of emotions on health. Venereal disease education is also part of the family life unit in Grade 8, as recommended by the Medical Advisory Committee to the Board of Education.

Upon completion of Grade 8, the student should be able to:

- demonstrate the standard methods of first aid and how to practice them
- identify those substances which are classified as mind-altering drugs and those which are not
- differentiate between drugs which are classified as stimulants, depressants, hallucinogens, or volatile chemicals
- describe some of the physical and chemical properties of drugs which affect the mind
- cite some of the motivating factors which lead to the abuse of mind-altering drugs
- distinguish between factual and nonfactual information concerning drugs and drug abuse
- name some of the various facilities that exist for helping drug abusers
- recognize constructive and satisfying alternatives to drug abuse
- demonstrate acceptable forms of peer relationship
- know what emotional maturity means and how it develops
- understand the importance of responsible decision making in sexual expression
- understand the significance of family example on character and moral development

- demonstrate how to get along with others and how to build friendships
- use an appropriate terminology when discussing human sexuality
- explain the nature of venereal infection
- list the incubation periods and symptoms of venereal infection
- understand the importance of seeking early medical attention in the case of venereal infection as in the presence of other infections or diseases

MCPS INSTRUCTIONAL GUIDES FOR HEALTH EDUCATION

GRADES K-8

Dangers of Inhaling Solvent Fumes, Grades 5 and 6, 1969.
Drugs and Drug Abuse: Alcohol, Tobacco, and Controlled Dangerous Substances, Bulletin No. 241, rev. 1971.
Drugs and Drug Abuse: Alcohol, Tobacco and Controlled Dangerous Substances (A Supplement to the Course of Study for Science, Grade 7), Bulletin No. 278, 1975.
Family Life and Human Development — A Unit for Grade 5, Spring 1978.
Family Life Education, Part I, Grade 8, Bulletin 267, 1966.
Foods and Nutrition, K-6, Bulletin No. 197, rev. 1966.
Personal and Community Hygiene, K-6, Bulletin No. 200, 1966.
Safety, K-6, Bulletin No. 187, rev. 1965.
Smoking Education Unit for Upper Elementary Grades, Bulletin No. 235, 1970.

HEALTH EDUCATION, GRADES 9-12

POINT OF VIEW

Good health is fundamental to the present and future of the nation. It is generally agreed that the primary responsibility for the health of children rests with their parents; however, it is necessary for home, school, and community health and welfare agencies to work together if pupils are to achieve and maintain their maximum potential in health. Consequently, health education in the schools reinforces and supplements the efforts of the home. The general objectives of the health education curriculum in the Montgomery County Public Schools are to develop appropriate health knowledge, attitudes, practices and skills.

A sound health education program identifies the health needs and interests of pupils at different periods of their growth and development and meets these needs and interest by:

Providing scientific knowledge about personal and community health

Motivating wholesome attitudes concerning healthful living

Inspiring effective health habits and practices in today's world

GENERAL INFORMATION

In senior high school, health education is an elective program which contains instructional content about first aid and safety, nutrition, drug use and abuse, emotional health, health careers, consumer health, and family life and human development. The objectives of the program relate directly to the MCPS Goals of Education • with respect to physical development, the individual and society, scientific understanding, and career development.

A certified health education teacher is assigned to each high school and is responsible for providing the health instruction. As of September 1979, health education is required of all ninth grade students.

The high school health program is organized for instruction within each school in both semester elective courses and in short units of instruction (three to four weeks) so that the greatest numbers of students will have the opportunity to elect health education. This is particularly true of the family life and human development content, which is mandated by State Bylaw 13.03.02.01 to be made available to all students.

The preferred system of organization for health instruction is to offer semester elective courses. Presently, there are three elective courses which may be taught: Human Behavior (#2310); Health Electives I; and Family Life and Human Development. The latter two courses are currently being piloted. If, as expected, they are approved during FY 79, they will then be included in the *Program of Studies.*

Family Life Education, Part II — Contraception is a four-to-eight day elective unit which should be offered in a variety of ways so that all students may participate. This short unit may be offered by any teacher identified by the principal as qualified and willing to teach the unit. The teacher must have two years teaching experience and have successfully completed the three-credit, in-service course Family Life and Human Development.

•adopted February 12, 1973 by the Board of Education of Montgomery County, Maryland

All principals and family life and human development teachers should review MCPS Regulation 340-1, "Establishment and Continued Implementation of Programs of Family Life and Human Development."

DESCRIPTION OF PROGRAM

Human Behavior
2310 1 semester ½ credit

This course is designed to increase the student's self-awareness through a study of four major concepts: human needs, perception, self-concept, and human escapes. Although less structured than other courses, classroom activities and discussions are based on study and research of the various topics.

Human Needs, the first unit, presents a group of concepts which, when discussed by the class, provide students with a better understanding of their own needs and how they may be met. An awareness of the universality of those needs also develops as students and teacher freely exchange their own ideas concerning the concepts.

Perception, the second unit, contains concepts which can be used as tools to clarify what perception differs from that of others and an exploration of the relativity of such values as right, wrong, truth, and beauty.

Self-concept is the subject considered in the third unit. What is a self-concept? What are the influences that affect its formation? What are positive and negative self-concepts? How can a self-concept be changed? What is self-hatred and how does it affect one's ability to meet emotional needs? Class participants deal in depth with the issues raised by these questions.

Human Escape is the title of the fourth unit. In order to grasp and apply the concepts it holds, the class must draw upon the insight and understanding developed from discussing the first three units. Through the escape unit, students are encouraged to look at the phenomenon of escape, to examine the different escapes people employ — ranging from oversleeping to overeating to drug use. Students discuss and work at developing the capability to determine when escape is good, necessary, and therefore therapeutic; or when it is an unhealthy, inhibiting factor in an individual's ability to cope with his/her problems and thus is non-therapeutic.

Upon completion of Human Behavior, the student should be able to:

- explain various perceptions of drug abuse, its scope, and its relationship to other social problems and social change
- describe some human needs and the behavior utilized to meet these needs
- differentiate how societies vary or are similar in their approaches to meeting human emotional needs
- describe various forms of behavior that can represent escape from emotional pain
- describe how self-concept and perception have direct influences on choices of behavior
- list a variety of methods which can be used to change self-concept from negative to positive

Family Life Education, Part II — Contraception

4-8 day unit

It should be noted that this is an optional unit of very short duration (4-8 instructional periods) for high school students.

The unit must be presented in accord with MCPS Regulation 340-1, "Procedures for the Establishment and for the Continued Implementation of Programs on Family Life and Human Development."

The unit is intended to help students to consider the obligations and responsibilities of parents to each other and to their children and to explore the relationship between family size and family life. Students will learn not only that within the concept of family planning, contraception is a means of controlling family size; but also that there are different moral, cultural, and religious points of view toward the use of contraceptives. Students will learn to identify different contraceptive methods.

Upon completion of Family Life Education, Part II — Contraception, the student should be able to:

- understand and explain the term *family planning*
- explain the rationale for family planning in terms of family and societal needs
- identify the economic factors that influence family life
- analyze emotional and psychological factors that affect family life
- analyze the physical factors that affect family life
- name and/or identify and explain the following terms: *basal body temperature; calendar (rhythm) system; condom; diaphragm; IUD; oral medication (the pill); sterilization (laparoscopy, tubal ligation, vasectomy); spermatocide (cream, foam, jelly);* and *withdrawal*
- discuss the differing moral and/or religious points of view regarding the use of contraceptives
- list the available sources of information and counseling on matters related to sex and marriage

Family Life and Human Development

Pilot Course — 1 semester — ½ credit

This semester course in Family Life and Human Development is intended to help students in their high school years attain a greater understanding of and appreciation for the importance of the family and for their own sexuality. It is designed to help them obtain the accurate information needed for informed, intelligent, responsible decision making leading to behavior which will be helpful rather than harmful to themselves and others.

The course follows and complements Family Life and Human Development, Grade 5 and Family Life Education, Part I, Junior High School. It contains, within the total course, the unit Family Life Education, Part II — Contraception, which can be taken separately by those students not electing this elective course.

The course must be presented in accord with MCPS Regulation 340-1, "Procedures for the Establishment and for the Continued Implementation of Programs on Family Life and Human Development."

Upon completion of Family Life and Human Development, the student should be able to:

- discuss the history of the family from primitive times to the present
- recognize and define various types of American family structures

- identify various roles within the family, and describe the impact of changing roles in society upon the family
- analyze the impact on self-concept of societal role-expectations of males and females
- identify ways in which people develop independence, and describe factors that enter into responsible decision making
- describe the importance of mutual respect, communication, and compromise, in relationships with parents, sibling, peers, and others
- distinguish between facts and common fallacies about human sexuality
- explain the human reproductive systems
- discuss the fetal development of human beings
- discuss several potential problems relating to the birth process
- explain the economic, psychological, physical, and sociological reasons for family planning
- discuss the history and myths regarding birth control
- identify the various modern methods of birth control and describe the effectiveness, advantages, and disadvantages of each
- list and explain the major venereal diseases and other sexually transmitted diseases
- analyze the reasons for sexual assault, the medical and legal follow-up available, and possible preventive measures
- identify the economic, ecological, sociological, and personal implications of over-population
- describe the problems of providing adequate professional mental and physical health care for all persons in the United States

Health Electives I

Pilot Course 1 semester ½ credit

This course in general health explores many of the contemporary health issues as they affect all people today. Focus areas are drugs and drug abuse; consumer health; disease prevention and control; mental and emotional health; health careers; and nutrition.

Upon completion of Health Electives I, the student should be able to:

- list several reasons why some of today's youth turn to drugs
- list several economic effects of drug abuse on the individual, family, and society
- list the problems created for society by drug addition
- identify several consumer protection agencies and organizations
- list several consumer protection laws
- distinguish between medical quackery and legitimate health services
- list examples of false and misleading advertising of food and drugs
- list and describe available health services in the community
- describe the critical nature of the most common chronic diseases, e.g., heart disease, cancer
- distinguish between communicable and noncommunicable diseases, and list the most common diseases in each category
- explain the purpose of a premarital blood test
- identify and describe various disease organisms
- describe the modes of disease transmission
- identify ways of combating disease
- explain the nature and significance of mental and emotional illness
- identify a variety of possible careers in the health field, and understand the continuing need for trained personnel
- list some of the educational requirements and/or training required for various health professions and vocations

- identify the basic nutritional requirements and describe a variety of meals which would provide them
- define malnutrition and understand the underlying reasons why it may occur in all socioeconomic groups

MCPS INSTRUCTIONAL GUIDES FOR HEALTH EDUCATION — GRADES 9-12

Family Life Education, Part II, Senior High School, 1966.
Family Life Education, Part II — Contraception (Senior High), Bulletin No. 268, 1973.